

Programme 114†.

L<sub>2</sub>

(May to July, 1929,  
(September to December, 1929, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLLET.)

FORM II. (A and B).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Genesis*, chapters 48, 49, 50, and *Exodus*, chapters 1-12 inclusive. Teacher study Paterson Smyth's *Exodus* (Sampson Low, 2/-), lessons i.-viii., inclusive, to bring the passage home to the children, adding comments if necessary.

II. *The Acts of the Apostles*, chapters 1-8, inclusive. Teacher study lessons xvii.-xxiv., inclusive, of Paterson Smyth's *St. Mark and The Acts* (A.P.C.K., 1/6).

Sunday Reading (optional):

A & B (a) *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 3/6). (b) S.P.C.K. *Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). Teacher will find useful (d) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6), and (e) Peloubet's *Bible Dictionary* (R.T.S., 10/6).

A (f) *The Book of Saints and Heroes*, by A. Lang (Longmans, 5/-). (g) *From Log Cabin to White House*, by W. M. Thayer (Milford, 3/6), (h) *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 136-196.

B (f) *Sketches of Church History*, by E. Grierson (S.P.C.K., 3/6), (g) *Livingstone the Pathfinder*, by Basil Mathews (Milford, 2/6).

† The 114th term of work set since the Parents' Union School began.



# Sunday occupations:

- A *The Book of Centuries*, see under General History. Choose and inscribe mottoes and texts, using Bridges, cards 1, 2, 3.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1929). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

## Writing.

- A & B *A New Handwriting\** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Twelfth Night*, or from Poetry Books set. Two perfectly written lines every day.

## Dictation.

- A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history. Words not known to be visualized (see *Home Education*, pp. 240-243).

## Composition (written or oral narration daily after each lesson, see leaflet H).

- A (a) Stories from work set in History and Reading, (b) verses on events of the day, etc., in the metres of poems read.  
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

## English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

- A *A New Junior English Grammar\**, by R. B. Morgan (Murray, 2/-), pp. 65-88, [with additional exercises from *Exercises in English Grammar\**, by R. B. Morgan (Murray, 1/9)]. Or, *The Parts of Speech and Their Uses*, by H. W. Household (Macmillan, 1/9), pp. 3-14.  
B *First Grammar Lessons*, by C. M. Mason (Dent, 1/6), Part I., Lesson 9, to Part II., Lesson 7, inclusive.

## English History.

- A & B *A History of England\**, by H. O. Arnold-Forster (Cassell, 8/6), chapters 70-73, inclusive, (1793-1858), pp. 684-766 (H.B. omit pp. 727-744).  
Marten and Carter's *Histories, From Then Till Now* (Blackwell, 12/6), (1793-1858), may be used instead. Make summaries of events and dates.  
Take the *Home and Classroom* section of *The Times*: order direct from *The Times Office* (6/- a year).

## French History<sup>1</sup>.

- A & B *A First History of France\**, by L. Creighton (Longmans, 5/-), pp. 260-288 (1797-1856).

## General History.

- A *The Ancient World\**, by A. Malet (Hodder & Stoughton, 3/6), pp. 177-230.  
Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, see new illustrated leaflet, by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums: *Ancient Crete\**, by D. A. Mackenzie (Blackie, 1/3), pp. 52-80.

## Citizenship.

- A North's *Plutarch's Lives: Aristeides\** (Blackie, 10d.), pp. 9-66. *The Citizen Reader\**, by H. O. Arnold-Forster (Cassell, 2/6), 1926 edition, chapters 20-23 (inclusive). Stories from *The Path of Glory*, by Sir Edward Parratt (Nelson, 3/6), chapters 1-10.  
B *Stories from the History of Rome\**, by Mrs. Beesly (Macmillan, 2/6), pp. 115-189.

## Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography\** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

- A & B *The Counties of England, Ambleside Geography Book III.\** (Kegan Paul, 4/-), pp. 1-43, with Philips' supplementary maps: Cumberland and Westmorland, Lancashire North, Lancashire South (4d. each).

or, *Overseas, Asia*, by N. B. Allen (Ginn, 4/6), pp. 212-294.

*Round the Empire\**, by Sir George Parkin (Cassell, 2/6), pp. 258-266 and 1-29, with careful map study. Make maps, showing steamer routes and cables (see Philips's Atlas above).

- A Hakluyt's *English Voyages* (Horace Marshall, 3/-), pp. 138-190, or, *Our Sea Power*, by H. W. Household (Macmillan, 2/-), pp. 1-23.

<sup>1</sup> Overseas members see special leaflet.



**Natural History,<sup>1</sup> etc.**

- A *Life and Her Children*,\* by Arabella Buckley (Macmillan, 6/-), pp. 135-166.
- B Kingsley's *Madam How and Lady Why*\* (Dent, 2/-), chapters 3 and 4 (or take A work).
- A & B *The Sciences*,\* by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 96-147: children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. Or, (2nd year in II.A only), *The Mysterious Ocean of Æther*,\* by C. R. Gibson (Blackie, 1/3), pp. 40-73.
- Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., *Birds in the Open and how to Distinguish Them*, and *Nature Tracking* (see S.N.S.U. leaflets, Nos. 12, 38 and 23, 2½d. each).
- Country-side Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

**Picture Study.**

- A & B Reproductions\* of six pictures by Giotto (P.N.E.U. Office, 2/-). See notes for teachers in the April *Parents' Review*, also *Home Education*, pp. 307-311.

**French<sup>2</sup> (see N.B. 3).**

- A & B *French for Young Beginners*,\* by Marc Ceppi (Bell, 2/-), lessons 1-8. inclusive. with pp. 113-116; or, more advanced: *Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 10-16. Optional (A) (for narration), *Le Sauvetier des Fées* (Blackie, 6d.); (B) *Tableaux Auxiliares Delmas* (Hachette, Series II., 5/3).
- Recueil de Poèmes*,\* Vol. I., by J. Molmy (Blackie, 6d.).

**Latin (see N.B. 3).**

- A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, Part II., 1/9), §§ 10-18, or, continue Part I. (1/6).

**Arithmetic (see N.B. 3).**

- A *A New Junior Arithmetic*,\* by H. Bompas Smith (Methuen, 2/6), pp. 124-134, 58-60. Revise Tables.
- B *A New Junior Arithmetic*,\* pp. 1-33, or, continue.
- A & B Much care with tables and rapid oral work. For additional examples see Dr. Ballard's *Fundamental Arithmetic* (University of London Press), Teacher's Books II. (2/-), III. (2/3). Pupil's books (10d. and 1/-).

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

**Geometry or Algebra (2nd year in II.A). (See N.B. 3.)**

- (a) *A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 14-29; or, (b) *Commonsense Algebra for Juniors*,\* by F. Potter and J. Rogers (Pitman, with answers, 2/3), pp. 12-21.
- The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Drawing.**

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Wild flowers in brush-drawing. Studies of animal and bird forms from personal observation, see Glass, pp. 69-73, 75. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6)\*: work should be done with brush and in colour; pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Recitations.**

- A & B (a) Two suitable passages of about twelve verses each from *Exodus*, e.g., chapter 3, and from *The Acts*, e.g., ch. 2, (b) Psalm 147, (c) a hymn by Heber, and (d) one of the following:—a scene from Shakespeare's *Twelfth Night*; thirty lines from Longfellow's *Hiawatha* (Oxford Press, 1/4, or, complete poems, 3/6); fifty lines from *Lyra Heroica*\* (Macmillan, 3/6), (see Campbell, Longfellow, Byron, etc.)

**Reading (including holiday and evening reading).**

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.
- Shakespeare's *Twelfth Night*\* (Blackie; Plaintext Edition, 6d.). Scott's *The Antiquary*\* (Nelson, 1/6). Read from Longfellow's Poems (Oxford Press, 3/6), or, *The Song of Hiawatha* (Oxford Plain Text, 1/4).
- A Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 149-186. Stevenson's *Treasure Island*, or, *Kidnapped* (Blackie, 2/- each), may be read.
- B *The Heroes of Asgard*,\* by A. & E. Keary (Macmillan, 3/6), pp. 163-211. Kingsley's *Waterbabies* (Dent, 2/-), may be read.



#### Music.

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6); or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6), for teacher's own study.

#### Musical Appreciation.

The work of Tchaikovsky: see article in April P.R.

#### Singing.

*The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lesson 45 (Curwen, 3/-).

#### Drill.

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series I. (Ling Association, 11d.). Ex-Students take House of Education Drills. *Recreational Games*, by E. N. Herbert (Philip, 3/-). Tennis, cricket.

#### Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Simple Crafts*, by N. A. Poole (University of London Press, 2/6): cardboard modelling: make four models (Materials from Philip & Tacey Ltd., 69, High Street, Fulham, London, S.W. 6.): Ambleside students make House of Education Models. Weave bags, shoes, mats, see *Simple Crafts* above. *Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). *Simple Stitch Patterns for Embroidery*, by Anne Brandon-Jones (Batsford, 2/6). Help to make *The Happy Little House (Die Vrolijke Huisje)*, by M. W. Spilhaus (Blackwell, 2/-). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 26 Gordon

Street, London, W.C.1., or, make a simple garment for a miner's child: an address can be obtained from Ambleside. Teachers will find valuable help in the teaching of Drawing and all Handicrafts in the following:—*Applied Art*, by Pedro Lemos (Batsford, 28/-).

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band with woven badge (2/6), and Ribbon (2 inches wide 2/2 a yard,  $\frac{1}{2}$  inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8 $\frac{1}{2}$ d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4 $\frac{1}{2}$ d. unmounted, 6d. mounted). P.U.S. Blazers, from 17/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



## Parents' National Educational Union.

### The Parents' Union School.

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Motto: "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES .....

Bible Lessons.

- I. A & B. 1. "The angel which redeemed me from all evil bless the lads." Describe the blessing of Joseph's sons by Israel.
2. (a), "Who made thee a prince and a judge over us?" (b), "I AM hath sent me unto you"; (c), "I know not the Lord, neither will I let Israel go"; (d), "What mean ye by this service?" On what occasions were these words used? Tell the story in one case.
- A 3. "And the Lord hardened Pharaoh's heart." Explain, as far as you can, and show what lesson we may learn.
- II. A & B. 1. Describe the events that happened "when the Day of Pentecost was fully come."
2. (a), "By what name have ye done this?"; (b), "The angel of the Lord by night opened the prison door"; (c), "Take heed what ye intend to do as touching these men"; (d), "Lord, lay not this sin to their charge"; (e), "Thy money perish with thee." On what occasions were two of these sentences used? Tell the whole story in one case.
- A 3. Write a short account of St. Stephen's speech to the Council showing how he reminded his audience of the history of their forefathers.



Writing. (Writing should also be considered in each answer.)

Write A, (four), B, (two), lines of poetry from memory.

Dictation (unprepared). (Spelling should also be considered in each answer.)

A *Round the Empire*, p. 69, "Emigrants . . . plough,"  
B *The Water Babies*, chapter iv., first paragraph.

Composition.

- A & B 1. Write in the metre of *Hiawatha*, or, in prose, about one of the following,—(a), Theseus, (b), "Freyja," (c), "Edie Ochiltree," (d), "Mrs. Bedonebyasyoudid," (e), a flowery meadow in early June.  
2. Describe a scene from one of the following books,—(a), *The Antiquary*, (b), *Twelfth Night*, (c), *The Water Babies*.

English Grammar.

- A 1. Analyse, parsing the words in italics,—  
"John Gilpin kissed his loving wife;  
O'erjoyed was he to find  
That, though on pleasure she was bent,  
She had a frugal mind."  
2. What is inflexion? Give examples in sentences of three kinds of inflexion in nouns, stating for what purpose each is used.  
3. Use, in sentences, (a), the masculine of lass, mistress, hen; (b), the feminine of drake, horse, duke; and (c), the plural of footman, spoonful, leaf, negro.  
or. (Household), 2. Give examples, in sentences, of three different kinds of nouns (underlining the nouns), in the singular. Then turn them into the plural.  
3. What is a Transitive verb, an Intransitive verb, a Link verb? Give examples, in sentences, of each (underlining the verb).  
B 1. Pick out subjects and predicates in the verse above.  
2. "My eldest brother swims well." What tense is the verb in? Write the sentence again (a), in the past tense, (b), in the future tense, (c), in the plural.

English History.

- A & B 1. Write a short account of (a), the mutiny of the Fleet, or, (b), Lord Nelson's victory on the Nile.  
2. What do you know of two of the following, (a), The Chartists, (b), the Anti-Corn-Law League, (c), Florence Nightingale, (d), Sir Henry Havelock?  
A 3. Describe briefly "The Hundred Days and Waterloo."

French History.

- A & B 1. What do you know of two of the following,—(a), Napoleon's expedition to Italy, (b), the coronation of Napoleon, (c), the peace of Tilsit, (d), Louis Philippe? Dates.  
2. Give an account of the campaign when Napoleon led his Grand Army to invade Russia. Date.

General History.

- A 1. What do you know about (a), the religion of the early Romans, or, (b), Hannibal and one of his campaigns?  
2. What drawings have you made in your Century Book illustrating (a), the dress of the men and women of ancient Crete, or, (b), the work of the craftsmen? Describe two of the drawings.

Citizenship

- A 1. (a), Give two stories to show that Aristides believed it was his duty "to offer his body and life to do his country service, without prospect and hope of reward," or, (b), "I am Alexander King of Macedonia, who for the love . . . I bear you have put myself in the greatest danger." When were these words used? Describe this meeting of Alexander and Aristides.  
A 2. What do we mean when we say that England is a free country? Give instances to show that our freedom has been won for us in the past.  
B 1. Tell the story of (a), The Death of Decius, or, (b), The Two Fabii.

Geography.

- A & B 1. Give a rough sketch map of the Lake District, putting in the physical features. Describe a visit to "the Lakes." or,  
A 1. Give a rough sketch map of the Plateau of Iran, putting in (a), names of the countries, (b), boundaries. Describe a journey in Persia.  
A 2. Explain what is meant by the following terms,—Colonial Secretary, Secretary for Foreign Affairs, High Commissioner for Canada, Agent General for New Zealand, Self-governing Dominions, Crown Colonies.  
A 3. Write about (a), the voyage in search of the North West Passage by John Davis, or, (b), the struggle between Rome and Carthage for sea-power.  
or, B 1. Where would you find the following,—Basra, Damascus, Mount Ararat, Bagdad, Jerusalem, Babylon, Smyrna? Say what you know about two of them.  
B 2. Describe the journey of a British farmer who emigrated to Canada, starting from Liverpool and going first to Halifax.



### Natural History.

- A 1. Describe, with a diagram, the common prawn. Mention some other animals which belong to the Crustacea.  
2. Describe (a), a way of producing an electric current, and, (b), explain how an electric bell works. Diagram.

(Second Year in II.A only.)

- or, 2. What do you know about a spectrum? Explain, with a diagram if possible.

- B 1. What do you know about the common earthworm? How does it move and feed? Mention some other elastic-ringed animals you have read about.

- or, 1. Describe a volcanic eruption, and say what you know about the cause. Can you draw a diagram showing the inside of a volcano?

2. Can you explain the following,—(a), A stick partly out of the water looks bent where it enters the water; (b), the sound of a church bell a mile away is not heard directly it is struck; (c), what a magnet is?

- A & B 3. Describe the plumage, gait, flight, and any other signs by which you would recognise again four birds you have watched.

### Picture Study.

- A & B Describe "The Sermon of St. Francis to the Birds," by Giotto.

(Another of the set pictures may be taken if this was missed.)

### French.

- A & B (Ceppi.) 1. Write what you can about the picture on p. 12. (B dictate.)

2. Make six sentences, using each person, singular and plural, of the present tense of the verb *porter*.

- (or, Chapuzet.) 1. Describe, in French, a walk through the village.

2. Imagine you are a farmer, telling some labourers what to do with the corn. Make six sentences in the Imperative Mood. Then rewrite each sentence, using the Imperfect Indicative and the First Person plural.

### Latin.

1. Write the Imperfect Subjunctive Active of "rego" and of "sum."  
2. Translate: (1) He sought messengers to send to the king. (2) He ordered Icarus to fly low.  
3. (a), Translate: *A Latin Book for Beginners*, Part II., § 15, lines 1-7. (b), Parse "recedas" and "magistri."

### Arithmetic.

- A 1. A man buys an article for £30 and sells it so as to gain 5%. For how much did he sell it?  
2. Find the amount of £20 in 8 years at  $3\frac{1}{2}\%$  Simple Interest.  
3. Use the formula  $A=l \times b$  to find the length of a rectangle whose area is 21 sq. ft. and breadth 4 ft.
- B 1. By how much is the sum of 837 and 125 less than 1000?  
2. Multiply £64 : 7 :  $2\frac{1}{4}$  by 46.  
3. How many sixpences are there in £2 : 13 : 6?

### Geometry.

1. At the ends of a straight line AB make angles of  $65^\circ$  and  $72^\circ$  and let the arms meet at C. How big is angle C?  
2. Draw a straight line AB 2 in. long. Make an angle BAC at A of  $45^\circ$ . Through B draw a line parallel to AC.

### Algebra.

1. Multiply:  $5x - 3y + 2z$  by  $2x$ .  
2. Simplify.  $2a^2 - 5b^2 + 6a^2 + 3b^2 - 5b^2 - 3a^2$ .

### Drawing (with brush and in colour.)

1. An original illustration for a scene from (a), *Hiawatha*, or, (b), *The Waterbabies*, with a title.  
2. A flower (wild if possible) from nature.

### Musical Appreciation.

What music by Tchaikovsky have you heard this term? Describe one of the compositions.

### Recitations.

Father to choose a hymn, a poem, a ballad, or lines from *Hiawatha*, and two passages from the Bible Lessons.

### Reading.

Father to choose unseen passage.

### Music.

Examine in work done and report progress.

### Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

### Drill.

Drill, before parents.



Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

**N.B.**—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.